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ABSTRACT

A self-instructional program for teachers is designed to aid in the clarification of value statements in the social studies classroom. The three statements, a method of teacher response for the clarification of student value statements, and suggested teaching strategies to promote student value statements in the classroom. Activities in the program are designed to be used individually and results are to be evaluated and compared in group discussion. Examples of dialogue to clarify value statements are included and teaching techniques to stimulate student values statements are suggested. (SHM)

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A METHOD FOR CLARIFYING VALUE STATEMENTS IN THE SOCIAL STUDIES CLASSROOM: A SELF-INSTRUCTIONAL PROGRAM

by

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THE FOLLOWING SELF-INSTRUCTIONAL PROGRAM CONSISTING OF THREE SECTIONS HAS BEEN DESIGNED FOR YOU THE READER AND WORKSHOP PARTICIPANT:

SECTION I - IDENTIFYING VALUE STATEMENTS

SECTION II - A METHOD OF TEACHER RESPONSE FOR THE CLARIFICATION OF STUDENT VALUE STATEMENTS

SECTION III - WAYS TO PROMOTE STUDENT VALUE STATEMENTS IN THE CLASSROOM

PLEASE FOLLOW DIRECTIONS CAREFULLY. TURN TO THE NEXT PAGE AND BEGIN.

SECTION I - IDENTIFYING VALUE STATEMENTS

DIRECTIONS

An essential indicator of value statements whether such statements are made by our students or by ourselves is the choice of words and phrases used to express a particular idea or feeling. The section (IDENTIFYING VALUE STATEMENTS) is made up of three activities:

1. Identifying fact and value statements
2. Learning various types of value statements
3. Identifying various types of value statements

DIRECTIONS for identifying fact and value statements

EACH PERSON SHOULD READ THE FOLLOWING STATEMENTS AND CHECK THE APPROPRIATE SPACE AS TO WHETHER YOU FEEL THE STATEMENT IS FACTUAL OR VALUATIVE IN NATURE.

STATEMENT	FACT	VALUE
1. We should firmly resist any attempts to change the American way of life.	____	____
2. The Civil Rights Act of 1964 has been good for this country.	____	____
3. The Supreme Court in May, 1954 ruled that the doctrine of "separate but equal" was no longer acceptable in public education.	____	____
4. Unemployment is higher among black college graduates than white college graduates.	____	____

	STATEMENT	FACT	VALUE
5.	Less variety of housing is obtainable for Negro middle-class than is obtainable for white middle-class.	____	____
6.	Infant mortality is higher among blacks than among whites.	____	____
7.	I believe that there is no such thing as a minority race.	____	____
8.	People who are not successful in America are lazy, stupid, or both.	____	____
9.	In reference to managerial jobs, for their number, blacks have not been fully represented.	____	____
10.	Blacks should copy the ways of the whites, if they are to succeed to America.	____	____

DIRECTIONS

WHEN YOU HAVE FINISHED, WAIT UNTIL EVERYONE IN YOUR GROUP HAS COMPLETED THE ASSIGNED TASK. AS A GROUP IDENTIFY BY PLACING A CHECK IN THE APPROPRIATE SPACE AS TO WHETHER THE ABOVE STATEMENTS CAN BE PROVEN OR ARE DIFFICULT TO PROVE ACCORDING TO THE FOLLOWING CRITERIA:

1. EXISTING EVIDENCE CAN BE OBTAINED FROM AUTHORITATIVE SOURCES

2. RELATIVE EASINESS OF CONSENSUS REGARDING THE VALIDITY OF THE STATEMENT

3. THERE IS LESS EMOTIONAL CONNOTATION

4. STATEMENT IS NOT AMBIGUOUS

Criteria:

1. Existing evidence can be obtained from authoritative sources
2. Relative easiness of consensus regarding the validity of the statement
3. There is less emotional connotation
4. Statement is not ambiguous

	Can Prove	Difficult to Prove
Statement No. 1	_____	_____
Statement No. 2	_____	_____
Statement No. 3	_____	_____
Statement No. 4	_____	_____
Statement No. 5	_____	_____
Statement No. 6	_____	_____
Statement No. 7	_____	_____
Statement No. 8	_____	_____
Statement No. 9	_____	_____
Statement No. 10	_____	_____

(When your group has finished go on and read the Directions for the next part.)

DIRECTIONS

Read and learn the two types of value statements presented below. Be prepared to use these classifications.

Preferred Value Statements

One type of value expression indicates a judgment or partiality on the part of the speaker. When something is valued in this sense, a choice or quality has been conveyed to the listener. Certain qualitative words help to identify this type of value judgment. Among these are:

1. good
2. bad
3. pleasant
4. unpleasant
5. right
6. wrong
7. like
8. dislike
9. beautiful
10. ugly

Example of preferred value statements are:

1. "Like, I really dig the Afro look."
2. "It's right for the poor to stand up for their rights and demand their fair share of the economic pie."
3. "It's unpleasant to eat Negro food."
4. "I don't know what they are complaining about, if they don't like it on the reservation they can always leave."
5. "I really groove on soul music."

Asserted Value Statements

A second type of value expression is characterized by an assertation which is made without evidence supporting its validity. Frequently capitalizing upon emotional and ambiguous words, such statements generally set forth a person's opinion in a declarative manner based upon supposed factual information. Certain kinds of words help to identify these types of statements. Among these are:

1. ought
2. should
3. must
4. will
5. shall
6. could
7. have
8. believe
9. feel
10. wish

Examples of asserted value statements are:

1. "Blacks will overcome."
2. "La Raza" has the truth.
3. To be a man is to have "machismo."
4. "Mexican-Americans could change their way of living if they really wanted to."
5. "Racism will never disappear."

DIRECTIONS

After studying the two types of value statements presented (and without peeking) each person should identify the following statements as to (P) for preferred value statements, (A) for asserted value statements, and (AP) if both types of value statements are implied.

1. _____ It's good for poor people to keep quiet and mind their own business or else they will lose everything.
2. _____ Negroes should stay out of neighborhoods where they are not wanted.
3. _____ Minority groups are troublemakers.
4. _____ Blacks must exert political-economic-social pressure to gain their freedom in these areas.
5. _____ To "tell it like it is" is beautiful.
6. _____ It's wrong for Mexican-American farm workers to organize.
7. _____ The poor ought to vote and take a greater interest in civic affairs.
8. _____ The poor will always be with us.
9. _____ Politicians are all corrupt.
10. _____ To like "soul-food" is cool.

DIRECTIONS

Discuss your answers with the other members in your group. In the space provided, signify the group's consensus to each of the above statements.

No. 1 _____

No. 2 _____

No. 3 _____

No. 4 _____

No. 5 _____

No. 6 _____

No. 7 _____

No. 8 _____

No. 9 _____

No. 10 _____

DIRECTIONS

When your group has reached a consensus on each statement, compare your individual and group responses with those found on next page.

How did you do? Compare your responses with those below.

1. (P)
2. (A)
3. (AP)
4. (A)
5. (P)
6. (P)
7. (A)
8. (A)
9. (AP)
10. (P)

When you have finished go on and read the next section.

SECTION II - CLARIFYING VALUE STATEMENTS

INTRODUCTION

A clarifying response technique occurs when the teacher asks specific types of clarifying questions to statements made by students in order to sharpen their definitions, to determine the foundation for their assertions, and to apply evidence for analysis. It is a means by which the teacher can employ questions that result in a closer inspection of value statements by students. Such teacher questions force students to contemplate in greater depth the meaning and implications of their remarks. This section (CLARIFYING VALUE STATEMENTS) is composed of three tasks:

1. Learn a system of clarifying value statements.
2. Review examples of how these responses are used.
3. Apply questions to student statements.

DIRECTIONS

Three types of responses are readily identifiable for clarifying student value statements. Although it is recommended that all three types of questions are used, it is recognized that in most instances the class will not need to go through all three categories. Study the following types of teacher responses and review the examples.

Clarifying Value Terms

The first type of teacher response consists of asking students to clarify or restate their assertion so that specific words or phrases which are value oriented are minimized or eliminated. The following kinds of teacher questions can be used for such a purpose.

"What do you mean by _____?"

"Could you state that another way?"

"Can you give me some examples of that?"

"Please define_____."

"Can you be more specific?"

"Are you implying that _____?"

(Sometimes it is helpful to ask students to give examples or for the teacher to repeat the statement so that students can reflect upon their statements and relate what they meant.)

Examples - Classroom Dialogue of Clarifying Values

Student - Blacks are disadvantaged in our society.

Teacher - What do you mean by disadvantaged, Charles?

Student - They don't have the same advantages as we do.

Teacher - Okay. We have used the term disadvantaged and we still have not conveyed anything very clear. Can you be more specific? Give me some examples of what we mean by it?

Asking for Evidence

"How do you know that?" is the second category of clarifying student value statements. It is imperative to have students relate the evidence that has led to their value judgments. For the most part students will describe very informal and non-specific evidence. As one student remarked, "I read it somewhere in a book." Such a comment needs to be expressed so that students can begin to evaluate the sources of authority used. The following types of questions can be used for this purpose.

"On what evidence do you base your judgment?"

"What makes you feel that way?"

"What evidence do you have to support that?"

"How do you know that?"

"How do you know that it's right?"

"What reasons do you have to support that?"

Example - Classroom Dialogue of Asking for Evidence

Teacher - On what evidence do you base your opinions?

Student - I've talked to people, my friends know this.

Teacher - Can you call these people experts or qualified to make judgments of this type?

Student - Well, I think they're right. Everyone is entitled to their own opinion.

Teacher - Right. Very good, but can we test these opinions against what we know?

(At this point the teacher may elect to have the class proceed to collect and analyze information for further discussion. In the meantime, if the teacher so desires, the class can engage in a discussion of possible consequences derived from student value statements.

Asking for Consequences

Two types of consequences exist for exploration by the teacher. Attempting to have students relate their assertions to some supposed action affords the class an opportunity to compare their value statements with it's implications. One consequence that should be explored has the student relate how he would react if subjected to his assertion. The most frequently used questions is for the teacher to simply ask "Bob how do you think you would act if you were in that position?" Having the student empathize with the situation offers the teacher an opportunity to have the student more deeply analyze the meaning of his statement. A second type of consequence focuses on concerns of society as a whole "How would society accept this John?" or "How would society react to such behavior?" are commonly used questions. The intent is for the teacher to have students test their perceptions with what exists in their community, state, and nation. The following questions are representative of this type of clarifying response.

"Can that be interpreted another way?"

"What other alternatives are there?"

"Who does that affect most?"

"What does this mean for society?"

"Is there another possibility?"

"Does this promote good relationships?"

Example - Classroom Dialogue of Asking for Consequences

Teacher - Alright, now that we have noted your feelings toward certain minority groups, let's see how they may affect you as an individual. If large numbers of people believe that Negroes are lazy and inferior, what does this mean for Negroes? Try to place yourself in a black man's shoes.

Student - What are you getting at?

Teacher - How would you as a Negro feel? What would you do?

Student - Well, I guess I wouldn't feel so good if I thought some people, especially if they numbered in the millions, thought I was inferior.

Teacher - But let's go one step further. What would you do and what does this mean for society?

Student - I guess I'd be unhappy.

Teacher - Can you think of certain actions you would take?

Student - I'd try to work hard and do that which would make me be liked.

Teacher - But what if you weren't allowed to? What if you couldn't, what would you do then?

DIRECTIONS

You will find listed below three student comments. Assume that you are the teacher and write a clarifying response using all three of the responses learned in the above material.

1. Clarifying value terms
2. Asking for evidence
3. Asking for consequences

Student Statement

"The poor depend on the church too much. They should worry more about working harder."

Teacher Question

I. _____

_____

II. _____

_____ _____

III. _____

_____

Student Statement

"What we need to do is get tough with these radicals."

Teacher Question

I. _____

_____

II. _____

_____

III. _____

_____

Student Statement

"American Indians, Negroes and Mexican Americans are disadvantaged minorities."

Teacher Question

I. _____

_____

II. _____

_____

III. _____

_____

DIRECTIONS

When you have completed writing, have a member in your group read your teacher questions for clarity and intent. Discuss any possible changes that might be suggested.

DIRECTIONS

Now, as a group, consider what your response would be to the questions listed below. Summarize in one sentence the group's response to each question:

1. There are some values that we as social studies teachers need to teach for and need to instill in our students? "Respect," "Responsibility," and "Socialization," are among those values that our students need to learn:

_____

_____

_____

2. An awareness of factual information, such as an awareness of the Constitution, for example, is going to determine a person's values.

_____

_____

_____

SECTION III. WAYS TO PROMOTE VALUE JUDGMENTS IN THE CLASSROOM

DIRECTIONS

Numerous teaching strategies exist by which social studies teachers can stimulate and bring out latent values from their students. The following techniques are not fool proof. Their success requires a teacher who is willing to assume a tolerant and non-authoritarian classroom posture. Review the following methods.

1. The Quotation

A quotation is one approach to initiate the expression of value statements. A quotation proposes a thought-provoking situation, usually by a well-known person. It should be noted that after the quotation a question, or series of questions, offers the student an opportunity to assess and express his feelings.

2. The Cartoon

The use of cartoons combines a visual experience with a dramatization of a value position. Cartoons can be employed in a number of ways:

1. The teacher can ask students to draw their own cartoon concerning some particular aspect under study;

2. Cartoons from newspapers, magazines, and so forth may be offered so that students may write an appropriate caption;

3. The teacher may draw a cartoon of his own and students react as to its message; and

4. The teacher offers a cartoon with caption and students discuss the implications.

3. The Annotated Account

An annotated account is normally a description of an event and the factors that led up to the occurrence of the event. Studies of this type described from a personal experience are one of the most effective means by which the initiation of values can take place. Such a presentation is generally followed by questions which attempt to seek the student assessment of what has taken place. An often stated question is "What would you do if in this position?" The teacher would then have the opportunity to compare and contrast students' responses.

4. Simulation

Another device to promote student involvement and participation is the use of simulations, i.e., a device which attempts to reflect real issues of society and permits students an opportunity to explore, identify, and analyze their experiences. Having the opportunity to exercise responsibility, students can examine their values as well as those of others.

DIRECTIONS

As a group identify four additional ways (teaching techniques) which could be used to promote value judgments in the classroom.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

DIRECTIONS

After completing the previous section, list three (3) value laden issues which could be explored by your students in one course that you teach.

Name of Course:_____

_____

Value Issues

_____

1.

Name of Course:_____

Value Issues

2.

3.

Compare your issues with members of your group. Who has the best issues in your group?